DOCUMENT RESUME

ED 088 770 SO 007 160

AUTHOR	Theobald, Robert, Ed.
TITLE	Futures Conditional, A Participation Trendletter to Create a More Human Future, Volume 1, Number 8.
INSTITUTION	Participation Publishers, Tucson, Ariz.
PUB DATE	Aug 73
NOTE	16p.
AVAILABLE FROM	Available from Futures Conditional, Box 1531, Wickenburg, Arizona 85358 (Subscription rates are $24.00 for one year and $36.00 for two years)
EDRS PRICE	MF-$0.75 HC-$1.50
DESCRIPTORS	Annotated Bibliographies; *Educational Change; Educational Innovation; *Educational Needs; *Futures (of Society); *Humanization; *Newsletters; Relevance (Education); Resource Materials; Revolution; Social Change

ABSTRACT

The monthly newsletter, based on a belief that there are solutions to existing social problems, is announced here on a one time basis. A major aim of the trendletter is to bridge the communication gap between those who are developing methods of dealing with the future and the layman. "Futures Conditional" is an exchange forum for new perceptions, new ideas, and new programs of action. This issue is designed to increase communication between educators who feel the need to change our educational system so that it might prepare students to live in a future society. Several student projects are reported on, such as a student community magazine in Arizona and a student-produced TV news program at the University of Wisconsin. Other creative programs which seek active participants are also announced. Learning tools for pre-schools are described, and an annotated bibliography of additional reading material is provided. Two articles on the need for revolutionary changes in education are included: Another Look at Subsystem Changes, and the Editor's Comment: Educating for New World Realities. Other issues focused on exploring the future, and myth and the future. (RM)

ED 088770

FUTURES CONDITIONAL

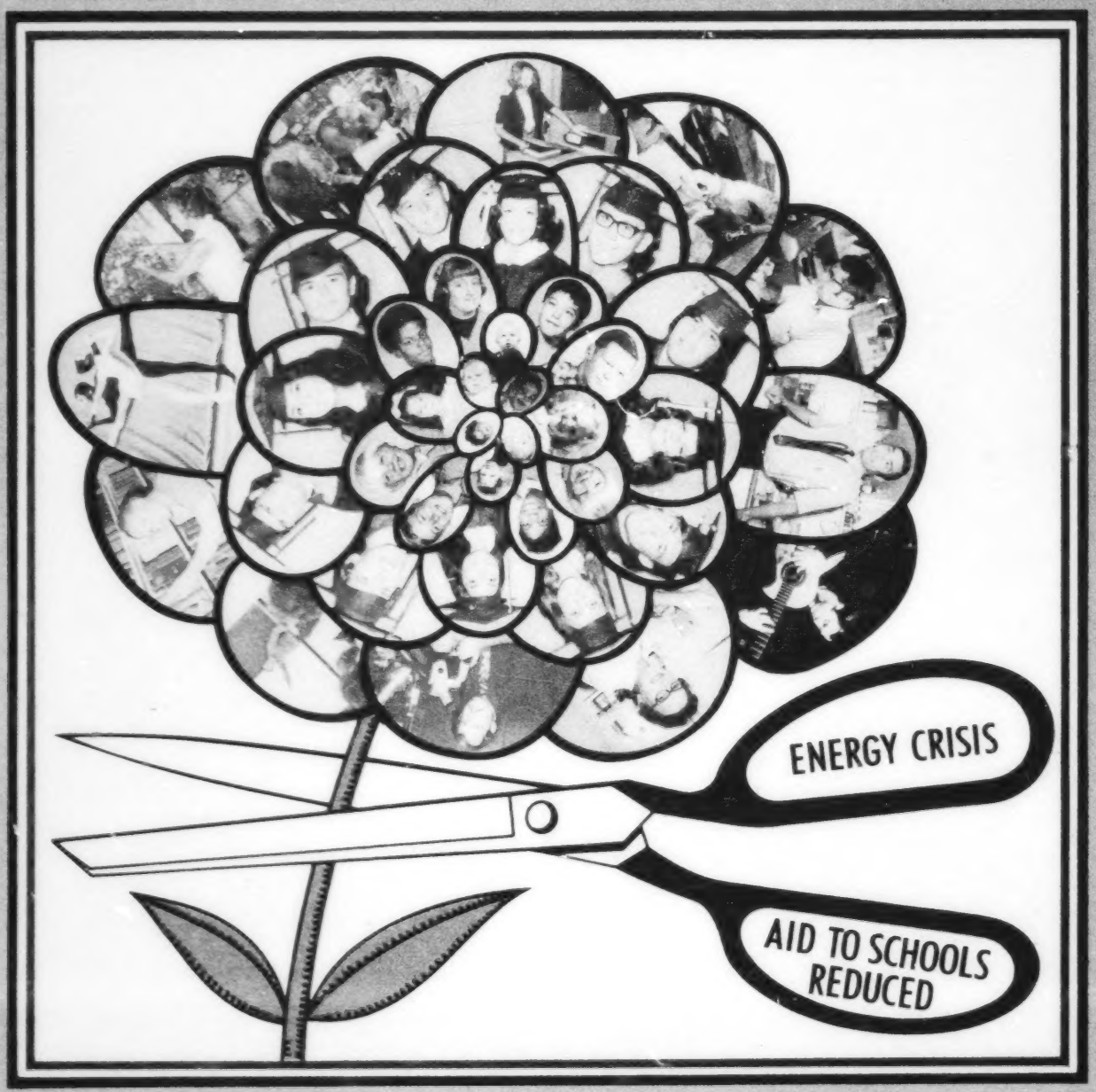
AUGUST 1973
VOLUME 1, NO. 8

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Futures Conditional
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

JC 00 7 160

A PARTICIPATION TRENDLETTER TO CREATE A MORE HUMAN FUTURE



CONTENTS

EDUCATION AND ENERGY 1

Graphic Design by Herbert Greif. Content Design by J.M. Scott. Some photography by Rex Babcock.
FROM WICKENBURG: 2 Sherrie Woodruff, 3 Jason Bezdek, 4 Nancy Urquides, 6 Cynthia Garcia, 7 Paul Echeverria, 8 Barbara Burden, 9 Suzanne Carroll, 10 Darryl Williams, 11 Todd Beal, 12 Bill Ballinger, 13 Joelle Williams, 14 David Beal, 15 Fred Coon, 16 Robert Barnette, 17 Donna Tope, 18 Mary Ordunez, 19 Mari Barreras, 20 Vonda Robinett, 21 Rod Davenport, 22 David Evans, 23 Dennis Scott, 24 Larry Seay, 25 Amy Brinkman, 26 Lon Steinberg, 27 Isidoro Ramijio, 28 Nolly Bently, 29 F.C. Editor Beverley Bodiroga, 31 Biologist Jim Bezdek, 32 Doctor Morton Thomas, 34 Horticulturalist Phyllis Daley, 35 Librarian Doris Eckhart, 37 Nurse Alice Willis, 40 Veterinarian John Sparks.
EXTRA-COMMUNITY: 1 Stephen McLaughry, 5 David McLaughry, 30 The Dance Theatre of Harlem, 33 Curator Ken Kawata, Indianapolis Zoo, 36 Professor of Psychology Michael Fox, Washington University, 38 Musician Paco Peña, 39 Artist Herbert Greif.

EDUCATING FOR NEW WORLD REALITIES 2

How can education serve as a means to help change society rather than continue past patterns?

ANOTHER LOOK AT SUBSYSTEM CHANGES 4

The President of Whitworth College argues that minor changes can add to a real change in direction.

OPPORTUNITIES FOR INVOLVEMENT 5

Activities you might want to consider.

COMMITTEES OF CORRESPONDENCE 6

A group in New England tries to recreate the 18th-century Committees in the communications era.

STUDENT TV NEWS: THE SCENE TODAY 7

Students produce a daily TV newscast about their campus. Some of the lessons may be applicable to cable TV.

NOTES 8

Feedback from readers, material to think about.

A STUDENT COMMUNITY MAGAZINE 10

Wickenburg, Az., high schoolers discuss doing a variant of the Appalachian FOXFIRE.

SIX LEARNING TOOLS FOR PRE-SCHOOLERS 12

Sophisticated techniques bring simplicity and clarity to under-five learning.

ADDITIONAL READING? 14

Material which is relevant to the educational enterprise and suggests ways in which the student and the teacher can gain a new view of reality.

FEED-BACK PAGE 16

FUTURES CONDITIONAL announces a different type of competition designed to promote cooperation.

FUTURES CONDITIONAL. Published monthly.
Subscription, per year, $24.00
Address: Box 1531, Wickenburg, AZ 85358
Co-Founder and Editor: Robert Theobald.
Associate Editor and Designer: J. M. Scott.
Participation Editor: Beverley Bodiroga.
Production Manager: Polly Pattison.
Copy Editor: Katharine McLaughry.

Copyright © Participation Publishers 1973.

Printed by Shandling Lithographers, Tucson, AZ, U.S.A. on 100% Recycled Paper.

EDITOR'S COMMENT:

Our educational system is obsolete. These words are chosen with care. I am not arguing that our present educational patterns are obsolescent and in need of immediate change. I am stating that our educational system is designed to prepare our children for a world which no longer exists.

I am, of course, aware that this argument has been made so many times that it has apparently lost its power to shock—and even more importantly to move people to action. We must rediscover together the extraordinary urgency of the situation in which we are now caught and the magnitude of the steps which we must take in the immediate future if we are to raise our children so that they can live successfully in the world which we ourselves have created.

We have undergone a new basic revolution which has changed forever the way in which man must perceive himself and the world in which he lives. It can almost be called a second Copernican Revolution. The first revolution created by Copernicus forced man to recognize that his planet was not the center of the universe. The second Copernican Revolution, which developed with the work of Einstein, Heisenberg and others, destroyed the static certainties of Newtonian physics and created a fluid, interdependent, diverse world. The result of each of these revolutions is a change in the basic ideas of the culture, or what Kuhn calls the dominant paradigm.

Unfortunately this new model of the universe has not yet been understood either by those who theorize about our society or by those who control it. The educators, the politicians, those in the media, the bureaucrats still usually think and act on the basis of the now discredited physical-science models of the 19th century.

We have not caught up with the realities of the second Copernican Revolution. Our educational system is still designed to pass on the societal patterns we created when we were thinking in 19th-century terms. Educational organizations play little role in the search for the new societal patterns we so urgently need. This is not surprising because education has played a conservative function in society.

What *is* new is our growing recognition that our current educational and societal structures are obsolete. We are today placed in an a-historical situation because cultures have never deliberately created a fundamentally new system of education and socialization.

Our task is therefore extraordinarily difficult. We are not dealing with inaccuracy of the "facts" used for decision-making purposes. Rather, we are confronted with the reality that the patterns we have used to structure information are themselves obsolete. Economics, sociology, political science and the other social sciences are all based on the static, non-interconnected world of the 19th-century physical scientist who believed that it was possible to fragment knowledge into discrete parts without distorting reality. We now know that the whole is indeed greater than the parts and that we must study wholes to develop valid knowledge.

We need to create a new structure of knowledge within a problem/possibility mode. Effective education requires that the person has an unmet need—a problem—for otherwise he will not be truly interested in new information. Nor will people have the energy for the action required to create change in values unless they are motivated by the existence

EDUCATING FOR NEW WORLD REALITIES

of a problem. But the direction of this energy will only be useful if it is employed to change our perception of the situation from problem to opportunity.

We need to inform people that the way they currently think and act is unsuitable to the conditions which mankind itself has created. Failure in this educational task will mean that we shall continue to move in the directions which we know will destroy this planet—the only question is how long it will take before the process of destruction which has already started becomes irreversible.

The first requirement for change to be possible is that people are aware of a problem—that they know something is wrong. This situation exists. There is increasing cynicism about all the institutions which have the responsibility for solving society's problems.

The second step in solving a problem is to know how to turn the problem into a possibility. I believe the knowledge base already exists for this step and that only the commitment of the society is needed to develop this knowledge base into a consistent overall paradigm to support effective thinking and action.

The third requirement, if we are to succeed in our educational task, is to find the time in which people can rethink their models of reality. Fortunately people in our society do not have to spend all their lives in physical toil in order to create the goods and services they need for survival. The educational enterprise in this country—and increasingly throughout the world—has the possibility to reach every person and to give everybody the chance to discover and influence the changes which are developing in the world.

Discussion of the need for a change in paradigm is very urgently needed in the formal education system today. Our schools and colleges are reality-poor—the conditions of the real world are little reflected in the classroom. This results not only in students being ill-prepared for the conditions they find in the outside world when they leave the educational process, it also ensures that they see the educational process as a chore which they endure because it is required by the society or because it will bring them a better job or for a dozen other reasons unrelated to the true excitement of good education.

Fourth, we are not restricted in our educational enterprise to the formal classroom setting. The media in all their forms have an unparalleled possibility of moving educational information to people. I am not suggesting, of course, that the present methods of moving information will be suitable for the task we now need to accomplish. The media, like all institutions, derive their styles from the industrial era. I am suggesting that the technology does exist to permit people to participate in creating new knowledge and discovering the future they desire for themselves. A few of the activities being developed by cable companies and video buffs show the potential we have in this area.

Finally, we have the moment—the Bicentennial of the American Revolution. Just as the people who lived 200 years before us needed to rethink the future, we also require this opportunity to rethink which comes at a moment which is extraordinarily appropriate.

We could still destroy this extraordinary opportunity. So much time has passed since the idea of celebrating the Bicentennial was broached that it begins to look as though we may fail to take advantage of this possibility. The inability of the national Bicentennial Commission—and most of the State Bicentennial Commissions—to move us forward with the sense of urgency we require is deeply depressing.

The picture we confront in this area changes rapidly when we look at it in the light of the change in paradigm described above. Bureaucracies are part of the pattern of the industrial-era paradigm. They cannot therefore be the primary method we use to create the styles required for the communications era. If we are to rise to the challenge which the Bicentennial poses, we shall do so by creating new forms of organization appropriate to the realities of the new paradigm which is now coming into existence.

We need a cooperative form of organization which recognizes that the necessary thinking and action will occur if we resolve to work together effectively. We need to stop hoarding our resources, our contacts, our ideas; we need to share. We need to recognize that we live in a society in which there are enough ideas and resources to solve our problems if we are prepared to work together instead of competing with each other. A few groups have now reached this realization and effective work is therefore developing.

We do not live—and never can live—in a society of affluence where people can have all the resources they want. But we are already moving into a society of abundance where it is necessary and possible to provide all people with those resources which they need to develop themselves and to help create a better society. We must create a society of enoughness in which people will accept that too much is just as destructive as too little.

We have a choice to make. If we continue our drive toward perfecting the industrial-era society we shall destroy this planet on which we live. If we admit that we are undergoing a change from the industrial era to the communications era—a shift that is as profound as the previous shift from agricultural era to industrial era—then I am convinced that we can create a better society.

This better society will not be a Utopia. It will not be a Lotus land. It will be a world requiring far greater responsibility from all of us, both to create it and to live in it. Thus, while I am convinced that we can create this new society, I am far from certain that we shall make the effort which is required in order to do so.

If I study our current situation logically, I must admit to a deep feeling of pessimism. But as we have seen, logical study can only exist within the industrial-era paradigm which is now outmoded. My personal subjective look at the future convinces me that we shall indeed act in the ways required to continue the history of mankind and to save this planet. But I remain aware that my personal subjective look is only relevant if we create dramatically new patterns of self-fulfilling prophecy.

The first Copernican Revolution was sparked by a very few men. The second Copernican Revolution will only be possible if very many of us act together to achieve it. We need to join together in the search for the communications-era paradigm and the types of societies which it will create.

Robert Theobald

Another Look at Subsystem Changes

Edward B. Lindaman

The critic, seeing so clearly the need for revolutionary changes in content and structure in education, watches with indignation and disbelief as turtle-slow institutions strain just to scratch an itch. While seemingly justified, the tendency to diminish the significance of change in higher education may well be misleading and counter-productive. My experience in moving from aerospace industry in Los Angeles to the presidency of a small church-related liberal arts college in Washington State leads me to suggest that relatively small subsystem changes can have significant consequences.

Building the fantastically complex Apollo spacecraft taught us to appreciate small adjustments and revisions. And so, while as an aerospace executive I may have been used to commanding extensive resources so as to accomplish specific revolutionary technological goals, I had also been sensitized to the value of small, subtle changes.

Naturally, in my three years at Whitworth College in Spokane, I have experienced much of the frustration common to all who would lead faster than others will follow. By one standard, nothing much has changed. We've not launched a spectacular new educational star. We struggle with budgets and enrollment, faculty morale and a host of the familiar symptoms of resistance to Major Change.

But, by another standard, everything is changed.

The prime element in this turnabout has to do with giving a name to our traditional concern for the "whole" student: We have made Human Development our individual and corporate goal. This subtle shift has become the energizing focus for campus-wide reexamination of what we are about as well as for real changes at the implementation level. And, under the leadership of new administrative personnel, scores of ideas have been patched into the college's complex network of people, programs and processes.

Our recent experience with a 10-day conference on human development is illustrative of this, I believe. The entire faculty, administrators, staff members and student representatives met together on campus for approximately 100 hours in the two weeks following the end of the spring semester. The purpose was to consider what the human-development goal meant to the college and how the goal might be integrated more explicitly all across the campus.

Because human development of this nature could not happen without full faculty support and understanding, the faculty had to initiate discussion of how they might not only adapt their individual teaching and relationship styles for the changing needs of students, but also how the structure of the college might be adapted to that end.

While conference members—enthusiastically but timidly—played at "inventing a college for human development," the outcome was never in doubt. While our college will appear to change much less than many of us would like, the changes may still be far greater than we would dream to be possible, given the nature of institutions.

Already prior to the conference on human development, much had occurred which substantiates this optimism. Some of the aspects can be listed here: Lifetime Learning, Space-Age Curriculum, Quality of Life Focus, Computer Familiarity, Theme Dorms.

Whitworth encourages students to experience both a degree of mobility and varied environmental settings which they will encounter in their future lives. Theme dorms are deliberately held to one year in duration to encourage students to seek out annually a new group to contract with rather than cling to a few others in one residence hall for four years. Viewing the world from other than the suburban campus setting is possible by participating in such off-campus study as wilderness explorations, spending January Term in a kind of "satellite campus," etc.

The Process Model in Student Life is of particular interest. Each dorm unit establishes its own "living environment" rules, in effect designing its own style of interaction with sanctions and penalties. This is accomplished through participation in a group decision-making model which involves consensus-seeking from all members of that living-community. Under the guidance of highly trained counselors, students gain confidence in management of their own lives in a community context rather than doing exactly as each one pleases ("hotel" dorms) or being told exactly what one can and can't do ("substitute parent" dorms). The not-so-surprising result is that students are more responsible and relationships are healthier under the process model than when the college imposed numerous college-wide student-life regulations.

Students have responded to the atmosphere of freedom-with-responsibility by creating some exciting activities of their own. These include using their student funds to remove some asphalt roads on campus and replacing them with grass, planning a child-care center near campus, going into the downtown area to research and write a history of the Expo '74 World's Fair and replacing their traditional representative student government with a "share-holder" system in which each student (who cares enough) is his own representative to student meetings.

A piece here, a piece there. An old idea in a new setting—and the entire college is transformed. In retrospect, few of these subsystem changes probably would have occurred if we had attempted to bulldoze the traditional fabric of the college so we could erect an entirely different structure. Massive changes are exceedingly threatening in today's educational setting. But, as we have found, the sum total of change can be both heartening and significant when the entire constituency is recruited to participate in adaptive kinds of change.

Even in building Apollo we profited mightily by the magic of this sort of cross-fertilization of personnel—of mechanical and electrical engineers, hydraulic specialists and environmental experts, anthropologists and physics consultants.

Of course, an organizing, impelling vision—whether for going to the moon or for developing the specific life competencies for students in the world of the future—is essential. But, subsystem changes can add up to a virtual transformation of the institution itself. ■

OPPORTUNITIES FOR INVOLVEMENT

This rubric reports on efforts which seem likely to facilitate the transition from the industrial era to the communications era. The initiatives listed here are designed to advance the creative process; you should therefore only contact the people listed if you want to be directly involved. Please respect this requirement because casual enquiries cut into the time available for the development of ideas.

PLANETARY CITIZENSHIP. You can now register as a planetary citizen. Contact: Planetary Citizen Registry, 777 United Nations Plaza, 10D, New York, N.Y. 10017.

CENCOAD. The Center for Community Organization and Area Development in Sioux Falls, S.D., aims to use the skills and resources of those living within 70 miles to try to improve life styles and opportunities. If you would like to know more about the concept contact: CENCOAD, Augustana College, 2118 S. Summit Avenue, Sioux Falls, S.D. 57105.

LEISURE STUDIES PROGRAM. A clearing house for information on leisure studies exists and is becoming international. Contact: Leisure Studies Program, University of South Florida, Tampa, Fla. 33620.

COUNCIL FOR A DEPARTMENT OF PEACE. Attempts are being made to create a Department of Peace. For information write CODEP, 110 Maryland Avenue, N.E., Washington, D.C. 20002.

LECTURES ON FUTURES RESEARCH FROM A DANISH POINT OF VIEW. Arne Sorensen, director of the Danish Society for Research on Futures, will visit the United States between October 10 and November 15, 1973. He would be interested in getting an opportunity to lecture either on world futurist trends or on new developments in Denmark. His fee is $300. Contact: Arne Sorensen, The Society for Research on Futures, Skovfaldet 2S, DK-8200 Aarhaus N., Denmark.

LEARNING EXCHANGE. This project based in Ann Arbor has put together 400 teacher-, learner- and peer-match cards. It is now trying to discover what other similar projects exist in North America. Contact: Kenneth W. Davis, 1120 McIntyre, Ann Arbor, Mich. 48105.

HIGH SCHOOL INFORMATION INTERCHANGE. "I would like to set up an exchange between future-studies classes around the country. This idea has a great motivational impact on my students; perhaps it will for others." Contact: Jerry Caveglia, Box 263, Fremont, Calif. 94537.

PROJECT Committees of Correspondence PROJECT

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness—that to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Observers from every point on the political spectrum agree that an unhealthy relationship exists between the American people and their government at all levels, though they may disagree about the causes of this situation.

Taxpayers' rebellions, lawsuits and anti-bond-issue campaigns, while essentially negative activities in that they tend to paralyze government, are also hopeful signs that people still see government as an extension of themselves, rather than the other way around.

When citizens do not see their government exercising just powers derived from their own consent, they will withhold consent in whatever manner they can unless they have lost all hope of exercising any control. When hope is lost and people see themselves as an extension of their government, democracy is dead and consent is irrelevant.

The American Revolution Bicentennial offers a unique opportunity to stimulate examination of the events and ideals that led to the founding of our country, to explore their relevance to today's problems, and to discover ways to restore our democratic system to a state of vibrant good health.

A Committee of Correspondence for the communications era is being formed in Massachusetts to function as a facilitator for citizen groups engaged in activities reflective of the ideals for which the Revolutionary War was fought. Based on the premise that people know what is best for themselves, the Committee will not initiate activities of its own. Rather it will establish communication among groups with similar and/or complementary interests and needs so that they can make the most of their information, skills, resources and energy.

The project will begin by identifying individuals and groups actively engaged in community-based projects reflective of the ideals upon which this nation was founded, principally those of equality and self-determination. A data bank will be established, holding an inventory of projects being undertaken, kinds of information, skills and talents of individuals involved, and the kinds of information, skills and talents the groups do not have and would like to find.

A periodical data sheet will put groups and individuals in touch with each other, carrying sufficient information to let readers know what is being done in other communities, with what degree of success, and a key person to contact for more information on each project. The Committee hopes to experiment with various ways of spreading information (audio and video spin-off projects are a possibility) as rapidly as possible.

What the project is proposing to develop is a new model of communication among individuals and groups who are working on projects involving self-determination and community control of community institutions. It should be understood that "community" as used here is not a geopolitical term. A community is any group of people who communicate about common interests. The main form of communication will be through the Committee data sheet. The project will also find resource people to assist groups in specific ways.

A possible newsletter item could be: "A group in West Saltmarsh, Mass., including some Conservation Commission members and other interested residents, is working on developing a wetlands zoning bylaw. They would like to hear from other groups with experience in this area, whether successful or not. They also need someone with experience in public relations to help inform the West Saltmarsh electorate. Contact: Sandy Piper (address and phone no.)" In addition to running this item, the project will comb its files for names of other groups which have worked on wetlands zoning bylaws and zoning bylaws in general, and furnish names of key contacts in these groups to Sandy Piper so that she may initiate contact; see that Sandy is in touch with the Conservation Law Foundation and that she knows what resources other environmental groups (Sierra Club, Mass. Audubon, etc.) have to offer. We shall also check with Sandy within two weeks of data-sheet publication to see if any contacts have resulted and if the group's needs are being met and also attempt to find people to fill gaps in the group's expertise (public relations, graphics, etc.).

It should be emphasized that the project does not envision undertaking projects itself or urging groups to undertake projects. It intends to function as a facilitator, increasing the efficiency with which citizen groups are able to operate through the sharing of information, skills, resources, energy.

At this writing (June '73) the project is unfunded and still in a position to be greatly influenced by incoming ideas. It is expected that much of the shaping will take place as staff actually begins to work on implementation, hopefully during autumn '73. While the project will focus on Massachusetts initially and on New England eventually, input from interested readers anywhere will be welcome. Among the questions intriguing the planners right now are the following: Can you get feedback on the usefulness of the information you are distributing without taking up too much of the time and attention of those who are using it? If not, can you still refine your methods to become more responsive to the needs of those you hope to serve? How can you keep resource people from being overloaded and unable to function?

The initial stages of this project are being coordinated by **Mary E. Williamson,** 2 East Street, Ipswich, Mass. 01938. Tel. 617-356-5563. She would appreciate information about any similar projects in other parts of the country. She would also like to be contacted by those in Massachusetts or the New England area who might wish to be involved.

REPORT Student TV News: The Scene Today REPORT

For many Radio-TV-Film students at the University of Wisconsin–Oshkosh, the day begins in the dark. It begins in a television control room with the production of a unique program called "The Scene Today"—a daily campus TV newscast produced by and for university students, distributed via the campus-wide closed-circuit TV system.

If, as observers speculate, the era of violent protests and campus unrest is waning, the need for improved channels of communication among the members of the educational community is not. Particularly for students, who are subject to so many regulations, manipulations, distractions, rumors and confusion, the existence of an adequate and constant source of news and a forum for self-expression is vital. In many ways, "The Scene Today" helps to meet that need on one university campus.

The program was born in January 1969, during a period of tension and controversy. Black students had staged a destructive demonstration in the university's administrative offices, and most were later suspended. Some students and faculty disagreed with the administration's actions, resulting in continued protests and at least one faculty firing. Rumors and speculation abounded; neither the weekly university newspaper nor the daily city paper were able to provide accurate, current information on campus developments. Amid demonstrations, protests and a remarkable flow of misinformation, a serious communication gap was growing.

An idea began to take form in the minds of the Radio-TV-Film faculty: Why not use the newly installed TV production and closed-circuit distribution system to present factual reports of daily developments and provide a forum for a representative range of opinion? And so, at the beginning of the spring semester, "The Scene Today" went on the air. The first newscast featured stories concerning a protest meeting, a sit-in which fizzled, sports and an editorial.

In the years that followed, the program has become something of a campus institution. It is produced each morning in one of the two TV studios in the university's Arts and Communication Center and distributed to all campus locations served by the closed-circuit system. The production takes place during the first class break and is fed out "live," as well as being simultaneously videotaped. The videotape is then played back during each class break throughout the day.

Although there is no budget for the program, it is staged in a professionally designed set, with a news desk constructed to accommodate two announcers, and with some graphic materials provided by the Television Center's graphic artist. Some motion-picture footage can sometimes be provided from the TV Center's limited budget.

The program is completely produced and directed by students. Each semester a "Scene Today" executive producer is appointed: an advanced student who is in charge of coordinating the entire series, assigning directors, etc. Other students produce programs for each day of the week—a Monday producer, etc.

The program has been developed essentially as a student service, representing a student point of view. Thus, there has been a minimum of faculty control and a maximum of faculty support within the Radio-TV-Film Department. The students themselves have often invited faculty, administrators and other guests to appear on the program so that a broad range of opinion is represented. However, a poll revealed that the program is perceived by its student audience as being relatively free of "establishment" control, thus increasing its credibility.

Other policies have evolved as the program has grown and improved. There are, and have been, no taboos as to content, but a professional attitude is demanded. Producers are expected to know and observe all policies regarding fairness, right of reply, etc., affecting broadcast news operations.

The program has implications which may eventually extend beyond the campus. During the fall of 1972, an election year, "The Scene Today" featured interviews with all three candidates for Congress from the university's district, as well as with other candidates for State Assemblyman and City Council. Guest speakers such as William Conrad, star of the TV series "Cannon," and TV critic Edith Efron have appeared on the program during the past year. Many of these programs would be of interest to viewers outside the university.

Oshkosh, the home of the university, is a city without a television station of its own. However, a cable TV franchise has been granted, and the franchise holder plans to provide locally originated programming to the community. Cable TV officials have expressed a strong desire to work closely with the UW-O TV Center and have promised one channel on the city-wide system exclusively for use by the university. Thus, "The Scene today" university news may soon evolve into a new program of city-wide significance.

"The Scene Today" has grown out of a special set of circumstances in an institution and community with special problems and special needs. But the concept is one which might find application in many kinds of institutions and many other communities. Current and imminent developments in the field of telecommunications promise to provide access to the TV screen to virtually anyone who seriously desires it and is willing to plan for it. For the intellectual community, the humanists, and all advocates of free expression, the message is clear: a knowledge of television and the ability to use it effectively will be as important to us in the future as our use of telephones and typewriters is today. It is not only our students who need this knowledge and experience; it is all of us.

Further information about this project which will suggest ways in which it may have applicability to other campuses is available from **Harold N. Liechti,** University of Wisconsin at Oshkosh, Oshkosh, Wisconsin 54901. There is a possibility of an increasingly intensive interchange of video information in this area of the country.

"The basic purpose of a School of Pacific Futures would be to serve as an innovating enclave dedicated to the advancement of knowledge and skills in the field of futures administration. It would be small in scale, high in quality, and catalytic in its mode of operation. It would seek to make a local, national and international contribution to peaceful future human development on the basis of its capacity to generate creative ideas linking images of the future with present action programs. It would also seek to achieve excellence in analyzing the futures implications of present programs and plans. Its motto might well be Gandhi's hope of influencing the future, 'What a few will do, others will copy.'

"A set of basic principles should guide the processes of bringing the school into being and its modes of subsequent operation. These are that it should value:

creativity
peace
alternative futures
anticipatory research
application of futures knowledge to present problem solving
multi-disciplinary and multi-professional interaction
understanding complex interdependencies in at least one total society
cross-societal comparison
and
multi-national and multi-racial cooperation."

University of Hawaii Study, 1973

"I hadn't connected mini-docs (short documentary films) and problem/possibilities until after reading FC. Originally, I had been limiting mini-docs to a single concept format. When one looks at problem/possibilities rather than problem/solution, automatically a number of alternatives are brought into play which shoots down a single concept format.

"I believe that problem/possibilities vs. problem/solution represents a major gestalt shift transcending our present narrow approach to problem solving which assumes *a* solution. Developing problem/possibilities as a conceptual tool in all media is very worthwhile, perhaps imperative.

"To a film-maker it's a very challenging notion. Especially, if the 3- to 5-minute time length of the mini-doc is used. Scripting such a beast would have to be very tight and very loose. The knack would be to define the problem specifically enough to limit the possibilities to a manageable set without curtailing imagination."

Harry Paget, 2953 N. W. Savier St., Portland, Oregon

Nethers Community School

Box 41, Woodville

Va. 22749

FLOWER (Haiku)

The bloom of a flower
is a secret fine place
where I'd love to live.
Erica

Moon (Haiku)
Set in silvery
glory, he guards the night and
lights the road to life.
Sandy

"University of Maryland junior Tim Scalzone studies best to the deafening roar of acid rock music, and at Maryland's new undergraduate library they've done their best to accommodate him. He's been spending up to ten hours a day at the library, most of them in the new building's quadraphonic room where four speakers blare forth an assortment ranging from Jefferson Airplane to the sound of a roller coaster in motion."

Washington Post

NOTES

I dreamed last night
that a piece of the sun
came to my house
When I woke up
the whole ground was covered
with bright, yellow, sparkling
daffodils!
Marianne

"Please do something on 'What shall we educate for?' Also, if education reflects society's values far more closely than it molds them, what are the chances of educating for change? Should we perhaps concentrate on teaching (trying to get schools to teach) basics in as value-free a way as possible and then get the hell out of the road?"

"FC is getting better, I think. The 'participation' materials in the last issue were nicely done. The clearest statement to date of what this might become . . . and a good start of getting it there."

FROM THE EDITORS

READER-SUBMITTED MATERIALS

The Feed-back page of our June 1973 issue outlined our general focus for the subsequent issues and invited reader feedback.

Unfortunately some of the materials so far received arrived too late for this education issue. In order to avoid this in future we suggest the following guidelines: October/Communications, August 5; November/Consumers, September 1; December/Family, October 1. Brief communications for this Notes page can arrive up until the 12th of each month.

"Alfred North Whitehead, in a pre-World War I statement on education, noted that the processes of education were increasing the number and sizes of graduate schools and were at the same time selecting students of highest intellectual promise to enter into those postgraduate schools and thereafter into careers of expertness in specialized fields.

"He then said this process would develop increasing numbers of exceptionally capable men as brightly shining stars in very special and remote parts of Heaven—but unworldly stars, precisely because as stars, they would be 'out of this world.'

"Whitehead went on to say that, whereas every action has its reaction, such selecting of the intellectually strong men for specialization must of necessity leave a weaker intellectual residue upon which would fall the task of coordinating the everyday affairs of man. The swiftly multiplying inventory of special capability potentials produced by the specialists would be harvestable only to the lesser limit of discernment and comprehension of the residual lower-mentality integrators of mundane affairs, regardless of how charming, loving, courageous, energetic or cunning the latter may be.

"Whitehead then foresaw an ultimate crisis in our society, wherein the people who were responsible for putting things together (though themselves subjected to improved educational techniques), would have fallen so relatively far behind the more swiftly regenerative reaches of the specialists in exquisite knowledge extension as to be practically incapable of comprehending the integrable significance of the commonwealth potentials opened up by the differentiators. Our society would come to a technical and economic stalemate in the face of magnificent potential.

"Quite possibly we have reached that era which might properly be identified as 'Whitehead's dilemma.'"

Buckminster Fuller

★ 29 ★ BICENTENNIAL

FROM THE EDITORS: BACKGROUND

The July 1973 issue of FUTURES CONDITIONAL covered organized *Horizons* activities at the state level. This month we concentrate on one model for a young people's Bicentennial activity. This is not the model currently being developed by Brian Buen and his colleagues (FUTURES CONDITIONAL, May 1973, p. 5) but shares with it an original stimulus from the Appalachian high school magazine, *Foxfire*. Two collections of the best magazine photos and stories on Appalachian folk and folkways have been published in book form as *Foxfire 1* and *Foxfire 2*. In a recent review (July 2, 1973) *Time* described *Foxfire* as "an audacious adventure in oral history."

WICKENBURG, ARIZONA, IS NOT RABUN GAP, GEORGIA

The editors of FUTURES CONDITIONAL have maintained an interest in Appalachian culture and communities since Robert Theobald spoke at the 1964 meeting of the Council of the Southern Mountains. In discussing the ability of local cultures to move straight into the cybernated era without passing through the industrial age, he said: "We must develop a new social ethic which cannot be imposed from above but must be generated from within the individual, . . . the family, . . . the community, . . . the region."

The obvious base for a new social ethic in Appalachia is the traditional way of life in the "hollows." But this minority subculture is threatened. Eliot Wigginton, founder (1968) and faculty advisor, writes in his preface to *Foxfire 2* (Doubleday Anchor 1973), the second collection of stories from the magazine, "Over half (of my students) move away permanently . . . Parents have no family left to sell the farms to so . . . 'second home' extravaganzas take their place." His solution? "I'm not suggesting that everyone should suddenly get together and have a pea thrashing. But surely we are inventive enough to be able to find ways to work/play/create together as communities." Agreed, but aren't there more direct methods of relating the value of tradition still being maintained by the old-timers to the other two groups involved, the younger people and the affluent part-time residents?

The desert foothill small town of Wickenburg shares some of the problems of Rabun Gap, Georgia; it also has more complex problems and more opportunity of solving them. The town was founded in the "Apacheria" area with the opening of the Vulture Gold Mine in 1863. As the rich veins began to give out in the whole foothill area in the 1870s, most of the miners left and the Spanish-Americans who maintained small food-growing farms, mostly for subsistence, switched emphasis to horses and some cattle. Later they were joined by anglo ranchers and much of the land changed hands and became spreads of considerable size. In the '20s and '30s, spreads were reorganized for dude ranching; recently, some sub-developing started along with attempts at light industry.

Our active subcultures are therefore: 1 Original Spanish-American, 2 Reviving mining, 3 Anglo ranching and town-dwelling trade, 4 Guest ranching, 5 Retired or semi-retired part-time residents, affluent, 6 Retired full-time residents, non-affluent, 7 A working group in light industry, trade and services, 8 Possibly an emerging recreation-oriented group. The local *Wickenburg Sun* weekly of July 7, 1973, dealt squarely with the community-destruction-through-development problem of allowing one subculture to obliterate the others by default: "Wait another year or two and we'll all be crying 'What happened?' Decide how you would like to see Wickenburg grow and voice your ideas and concerns."

It was against this background that FUTURES CONDITIONAL began discussing with Miss Bette Vote, Wickenburg High School English and journalism teacher, the possibility of having the students discuss *Foxfire* in our book-review format "Memos On . . ." The group began looking at *Foxfire* and related materials on other *Foxfire*-stimulated minority-culture high school magazines: *Menominee, Outer Banks, Kil-Kas-Gut, Ozarks, Tsa'aszi', Skipjack, Dovetail*. The discussion took place on May 23, 1973. Present were Miss Vote and the nucleus of next year's journalism class: Cindy Baum, Sharon Moss, Dale Sams, Jay Bagwell and John Spafford. It was decided that the group would not review *Foxfire* but would discuss starting their own community magazine which would not be based on a single subculture, or restricted to traditional materials but would be a magazine about the Wickenburg community in process.

In the next four columns are printed notes from Miss Vote and excerpts from the discussions. It is our hope that this description of a high school publication at birth will be useful to other students who want to start a magazine; for our adult readers we offer this evidence of alert, intelligent, pragmatic, honest, confused and concerned youth.

Jeanne Mary Scott

A STUDENT

Like many teachers, I've often dreamed of the ideal class project—an assignment that will not only turn on my students' interest but also teach them some basic academic skills. If publishing a community magazine is the solution, it is certainly not a problem-free one. With no text, no magazine-producing experience, and little journalism expertise, we plan to accomplish our magazine whether we're capable of it or not. The challenge is stimulating, the novelty exciting, the potential material abundant, and the project itself worthy of the time, work and organization it will surely require from the 16-member journalism class.

CONTENT

In Wickenburg we live in an area ready-made for a publication aimed at telling the story of a contemporary Western community: a collection of Western-oriented material . . . stories from the past . . . interesting things about our cultures and the culture of early Arizona. The content of the magazine will focus on Wickenburg and the closely associated neighboring areas—Morristown, Aguila, Congress, Yarnell. Each issue will record Wickenburg's past, publicize its present and promote its future. We will help old-timers write their reminiscences, detail the lives and experiences of typical and unusual Westerners (cowboys, manager of a tennis ranch, etc.) and, in general, provide a reflection of our way of life. Anyone living in Wickenburg will be able to see something of himself, his friends, his interests, activities or environment in each article. Readers not familiar with the community will gain insight into the modern West and a way of life actively being transformed.

"It's about . . . involving ourselves with people, getting stories from the past and getting interesting things about our culture and the culture of early Arizona and presenting it to the people as entertainment and possibly as ideas for the future." "I thought this was supposed to be more of a Western magazine." "Not Western, Arizona." "All right, when you say West, people think of New Mexico, California." "No, Arizona—well I do—I'm from Ohio." "When I think of

COMMUNITY MAGAZINE: ARIZONA

Arizona, I also think of the whole Southwest." "When I think of California, I think of citrus and movie stars." "Well, if you say Western, the Easterners think of Wyoming, the Dakotas, so I think we ought to make it specifically Arizona." "If people want to buy something completely Western they go out and buy Frontier magazine. I think they want to know not only what went on, which I think should be the basis of the magazine, but also what is happening now."

"I think we should put in history, Arizona history, but then we should have other things in it too." "The decline of the dude ranches . . . I'd like to do a story on that." "I just thought of the tennis ranches that are opening up here . . . I would enjoy doing an article on that." "A dash of humor will be needed."

"And stories about the railroad." "We also want to do stories like Foxfire did on their old timers. We could do the same thing on ours around here." "How many kids in school know all about the Vulture Gold Mine? Not too many; they just know it's a place to go out to have a party." "It should get people interested in their environment; it's supposed to get people involved in their society." "Gold Rush Days would be a real good article." "Have it fixed up so the publication comes out about a week before Gold Rush Days."

ORGANIZATION

The students will be working in a manner similar to a professional staff; but they are neither professionals nor are they adults. I don't believe students should be thrown completely on their own in solving problems that require experienced judgment or authority. Judgment is not something which materializes the moment responsibility is thrust on young shoulders. Its acquisition is slow and often painful.

Until students are equipped to view each other and their work objectively, the teacher's role is well defined: an arbiter as well as an instructor. The students have already expressed their fear that there will be a need of some penalty (grade) for those members who very likely will not produce their required writing assignments on time during the year.

One major problem is lack of prestige. I am told that a few years ago the high school newspaper was named the Wickenburg Mess. It apparently lived up to its name; and journalism, when it became a full-fledged course, entered the curriculum with a ready-made reputation as a "snap course" where students collected a credit for slapping together a publication or two. Also some of last year's problems on our yearbook as well as the newspaper were traceable to inadequate equipment.

The situation will be considerably improved this year. Although we have no text, we do have a small journalism room, with furniture and filing cabinets, three typewriters, two cameras, two strobes, a mimeoscope and a darkroom. Assuming that one-third of the equipment will be out of order at any given time and a student/equipment ratio of 4-1, we should have three more typewriters, three more cameras and six tape recorders. We have initial funds, $500 from the school yearbook. With assistance from the community, we are starting up the project in a supportive atmosphere.

Although I shudder to think of my 16 inexperienced journalists creating a magazine in addition to the yearbook and newspaper we're already publishing, I'm as optimistic and enthusiastic as they are.

Our main problems are organizational and emotional. Anticipating these problems, the students are already asking such questions as: Who will select the stories to be published? Will popularity of various class members dominate in the selection of a story? Who will determine the suitability of individual contributions?

"Someone might work four days at getting one article finished and the editor might say, 'no.' I think we should put an issue like this up to the class." "I have been in too many classes where if somebody is favorite in class, they'll get everybody to vote for it whether it's good or not." "The editor should have the right because the editor is blamed." "Don't forget that there is going to be a big bad dragon lady overseeing everything you do!"

SELLING

The magic word for the students is SELL! The reason for doing a good job seems to be that good writing will sell, bad won't. The businessmen in the group are already plotting the eventual cost, distribution and sale of the magazine and deciding how large an area the magazine should cover.

If all other motivations for learning should fail, very likely money won't: "It's going to have to be good. They'll buy it the first time because the kids made it but then if it's no good, whether the kids made it or not, they won't buy it again."

"What will be the price we will be asking for it?" "We've got to know how much it's going to cost to have it made." "We have to decide how big the magazine is going to be." "For a magazine of about 24 pages, which isn't very big, with pictures, a printer said it would cost something like $300 or maybe less for about 500 or 600 copies." "Well if it costs us 50¢ to print, I think we should charge $1.25 at the most." "Yes, but you're not taking into account the amount of work that is going into it." "$2." "Would you be willing to pay $6 for a magazine that only comes out three times a year? I wouldn't." "You have to take into consideration what it contains." "Tourists are going to be buying it." "They will buy it?" "If it's good." "Not necessarily, let's face it." "Are you going to try to sell it even if it isn't good?" "We ought to make it the best we can." "I don't think we should pawn anything off on anybody. I think we ought to really work on it so that maybe the year after next we can expand it."

As our magazine will describe a community-in-process, it possibly won't sell well to tourists. But we expect to have subscribers from all the groups in our community. Our first magazine/community project will center around naming the magazine. We will shortly be sending out a brief memo asking for information, materials and name suggestions for the magazine.

From these suggestions the journalism students will select a name for the magazine reflecting their view of themselves and the community.

A

B

A. Five Children/Five Families

SHOWN: one set "5 Children," One set "5 Families," film strips, records, posters and guide on life styles of 10 American children.

PRICE: per set, approx. $55

SCHOLASTIC EARLY CHILDHOOD CENTER, Englewood Cliffs, N.J. 07632.

B. Uniworld Toys, Dolls and Games

SHOWN: top, Bambeanos, beanbag people in carrycase homes. Bottom, Mary Many-face, four-in-one doll.

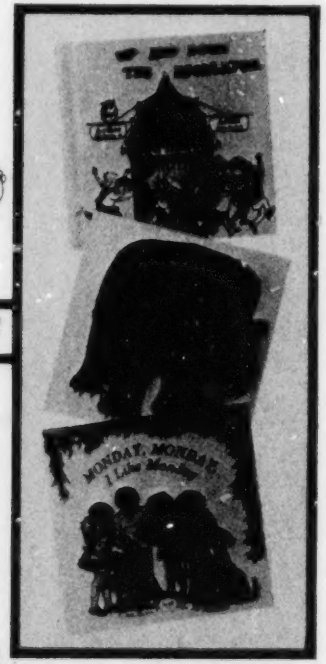
PRICE: under $10. Includes UNICEF contribution by AURORA CORP., N.Y., N.Y. 10010. This international line is at many quality stores.

C. Art Worlds

SHOWN: "Looking at Me," one of 12 media programs including songs, filmstrips, posters, childrens' art and illustrated teachers' guide.

PRICE: not yet set.

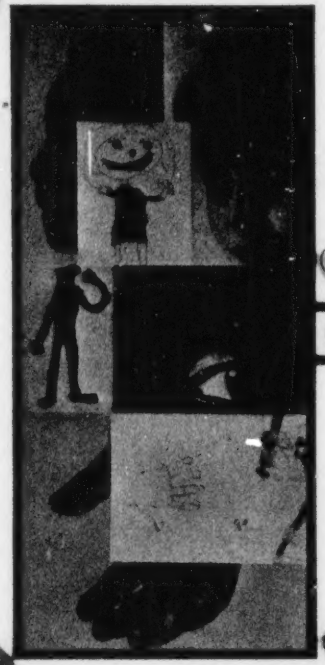
BOWMAR, 622 Rodier Drive, Glendale, Calif. 91201.



F

FUTURES CONDITIONAL
AUGUST 1973

FUTURES CONDITIONAL
AUGUST 1973



C

D. SEE Catalog

SHOWN: catalog and learning tools, from SEE, a supply house which distributes quality materials for maths and science investigations. Small or bulk sales, catalog free.
SELECTIVE EDUCATIONAL MATERIALS, 3 Bridge St., Newton, Mass. 02195.

E. Amazing Life Games Theatre

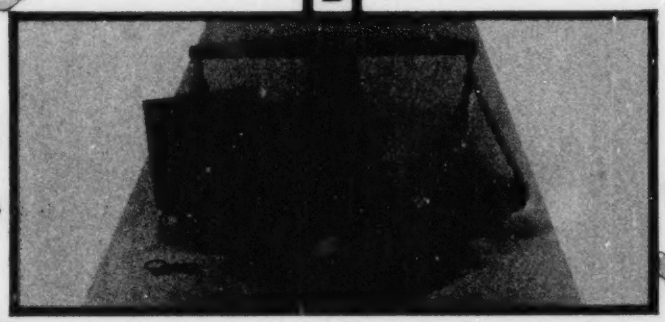
SHOWN: teacher's resource file of 201 activity cards, 5 films, 16mm., with preview posters, and for each child 10 "finish-it" projects.
PRICE: $525, or by components.
HOUGHTON MIFFLIN, 777 California Ave., Palo Alto, Calif. 94304.

F. Instant Readers

SHOWN: three of 30 child-sized books using rhythm and repetition to aid a child's instant "reading." (Also on filmstrips and casettes.)
PRICE: $23 per set of 10 books.
HOLT, RINEHART AND WINSTON, INC. 383 Madison Ave., N.Y., N.Y. 10017.

E

D



Six Learning Tools for Pre-Schoolers

ADDITIONAL

FUTURES CONDITIONAL is designed as an underload publication. We are therefore offering additional material to those who want to extend their reading. (If you know of material which you believe should be listed here, please inform us about availability, cost, etc., and send us a sample copy.)

This two-page spread is by far the most extensive we have published. We should appreciate hearing from readers as to whether this type of information is sufficiently valuable to them to warrant the use of two pages of the trendletter from time to time.

EDUCATION

1. *Public Noneconomic Benefits of Higher Education.* Michael Marien. A consideration of the impacts of higher education on the student and on the society in such areas as citizenship, parenthood, volunteer services, equity, etc. $1.00.

2. *Schooling Up for a Future with Futurists.* Dennis Livingston. An examination of the ways in which the future can be taught and a summary of some of the resources available in the field. 50¢.

3. *Business and Education: The Merger America Needs Most.* James Patrick. The ways in which the strengths of business could be used to make the practice of education more relevant to the world in which we live. 50¢.

4. *P/p Focuser on Education.*
5. *P/p Focuser on the Young Child.*
   These two documents summarize the present problems and possibilities in the two areas. 25¢ each.

6. *The Community and Laboratory: A Model for Relevance.* Tom Abeles and Kay Sizer. Education is under increasing attack because it fails to interest students and to be relevant to their real lives. Two reports of a course which is breaking out of these patterns. 75¢.

7. *The Servant as Leader.* Robert K. Greenleaf. Suggests a different way of looking at the role of all leaders in the society, including teachers. 75¢.

8. *Dialogue on Education.* Richard Keane, Ed. A series of essays written several years ago but not yet outdated by events. $1.25.

9. *Why Discuss, How to Dialogue. Communication to Build the Future Environment.* Two papers which suggest the role that discussion and dialogue can play in the process of discovering oneself and reality. 75¢.

10. *Opportunities for Youth—Culture Design for an Unknown Culture.* W. R. Clement. An examination of the ways that the Canadian Government has encouraged cultural experimentation in a search for the new realities of the communications era. 75¢.

11. *Learning Systems for the Future.* Ron Barnes. Some specific, pragmatic ideas about the types of schooling which will facilitate change in perceptions. Ideas developed in the context of the Minnesota Experimental City but with far wider relevance. 35¢.

12. *Three Scenarios.* Michael Marien. An examination of three directions in which society can move in coming years—with particular reference to education. 50¢.

13. *Confusion to Creativity.* Arthur Stinson. An overview of the issues involved in value-shifts between the industrial era and the communications era within the context of continuing education. 75¢.

14. *Toward the Learning Society: 1996 AD.* A special issue of *College and University Business* with comments on the future of education by Buckminster Fuller, Robert Hutchins, Frank Kelly, Alvin Toffler, Gwyn Jones-Davis, Harold Taylor, Robert Theobald. Compiled by Stanford Ericksen. $1.50.

15. *"Development" Values: The University and the "Development" Process and Beyond.* Herbert D. Long. A reexamination of the nature of the educational enterprise in the light of the split between the rich and the poor countries of the world.

    Education. A report of "Europe 2000" suggests various scenarios for the educational process in Europe. Request copies from European Cultural Foundation, 5 Jan van Goyenkade, Amsterdam, Holland. Not available through FUTURES CONDITIONAL.

NEW WAYS OF LOOKING AT THE FUTURE

The papers and reports in this section are difficult and require considerable thought and effort to understand them. Taken together they provide a range of views about the ways in which the communications era will/should affect our patterns of perception.

16. *The Whys Behind the Hows.* Ian Mitroff and Murray Turoff. An examination of the philosophical patterns which lie behind the various patterns of forecasting used by futurists. With special reference to technological forecasting. (See also article by Barry Hake in June FUTURES CONDITIONAL.) 50¢.

17. *Views of the Future.* Murray Turoff. An examination of the possibility of two radically different futures—one which would be "open" and one which would be "closed." 50¢.

18. *Structures of Man-Environment Relations.* Aristide H. Esser. An examination of the degree to which man's evolutionary process has resulted in severe conflicts between various parts of his brain and the ways in which such conflicts might be resolved. 50¢.

READING?

19. *The Dynamic Programming of Human Systems.* John Wilkinson, Richard Bellman and Roger Garaudy. A series of highly complex papers which are designed to move toward a "Copernican Revolution" in the sense of a radical reconstruction of human knowledge and of speculation about the human future. $1.50.

20. *Hierarchical Reconstruction.* John Platt. Argues that real changes in systems occur through discontinuities which are neither fully predictable nor fully understandable with our present patterns of thinking. 50¢.

21. *The Second Copernican Revolution.* Robert Theobald. An examination of the ways in which our new understandings of the structuring of the physical world have not been translated into our social sciences and the need for a commitment to study the new ways of thinking now developing. An extension of the argument of the editorial in this issue. 50¢.

22. *The Yogi and the Maoist.* Herbert D. Long. Relationships and differences between the patterns of thinking and action of the Yogi and the Maoist. A challenging piece suggesting that the patterns are not as far apart as is normally assumed. 50¢.

23. *The Paradox of Technocracy: Mechanism, Wholeness and Freedom Reconsidered.* Herbert D. Long. A philosophical/systemic understanding of the changes which are occurring as we move from the industrial era to the communications era. 50¢.

24. *Teg's 1994.* Robert Theobald and J. M. Scott. An examination of the changes which have developed by 1994 because of man's changing thinking. $2.50.

25. Reduced price for all items 16–24. $6.50.

RESOURCES FOR STUDYING THE FUTURE

26. *P/p focuser on the future.* A basic summary of the varying attitudes toward the expected shape of the future. 25¢.

27. *Three bibliographies.* These examine various aspects of the future and provide basic reading lists in the following areas: Books for 3–6-year-olds—Rosanne Dlugosz. An inventory of science-fiction stories relevant to public policy issues—Dennis Livingston. An overall listing of books about the communications era taken from March and May FUTURES CONDITIONAL. 50¢

28. *Hot List Delphi.* Michael Marien, Ed. An exploratory survey of essential reading in the futurist area, rated by "experts." $1.50.

29. FUTURES CONDITIONAL. Vol 1, No. 1.
30. FUTURES CONDITIONAL. Vol 1, No. 2.
31. FUTURES CONDITIONAL. Vol 1, No. 3.
32. FUTURES CONDITIONAL. Vol 1, No. 4.
33. FUTURES CONDITIONAL. Vol 1, No. 5.
34. FUTURES CONDITIONAL. Vol 1, No. 6.
35. FUTURES CONDITIONAL. Vol 1, No. 7.

Each Issue $2.00.

A Continuation of the Typological Survey of Futures Research, U.S. John McHale and Richard P. Wakefield. "Our second survey of futures research in the United States, though mainly confined to 'formal' work in the field, does show that a considerable number of changes have occurred." For copies write to Center for Integrative Studies, State University of New York at Binghamton, Binghamton, New York 13901. Not available from FUTURES CONDITIONAL.

Footnotes to the Future is a newsletter which aims to capsule each month information on important technical, scientific and cultural developments, workshops and seminars, books, periodicals and other literature, which has significance for those persons concerned with studying and managing the future. Subscriptions are available for $15 a year from: Futuremics, Inc., 2850 Connecticut Avenue, N.W., Washington, D.C. 20008. Not available from FUTURES CONDITIONAL.

Please send the following documents: (If you want more than one copy of any document, list the number required following the document number.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35

If the order totals less than $1.00, add 50¢ for handling charge. If order totals over $5.00, deduct a 10% discount. If order totals over $10.00, deduct a 20% discount. We prefer not to invoice and cannot do so unless order totals over $5.00. Otherwise check must accompany order blank.

Name _____

Address _____

City _____ State _____ Zip _____

Return Form and Check to FUTURES CONDITIONAL, Box 1679, Wickenburg, Arizona 85358.

FIRST CLASS MAIL

FUTURES CONDITIONAL, Box 1679, Wickenburg, Az. 85358, U.S.A.

FEED-BACK PAGE

Next year's August issue of FUTURES CONDITIONAL will again be focused on education. We intend to publish in the 1974 issue students' hopes for new educational approaches. In keeping with the cooperative, synergetic style of the trendletter we want to receive presentations of groups or classes with more than ten people: no individual entries will be accepted. Entries must reach us not later than May 15, 1974.

If we receive quality entries, we shall publish one- or two-page spreads in five categories:

a) Elementary—grades 1–6
b) Junior high—grades 7–9
c) High school—grades 10–12
d) Undergraduates
e) Graduate school or adult education classes

In order to aid the preparation of entries and to discover the ways in which FUTURES CONDITIONAL can be helpful in the educational process, the trendletter can be ordered in bulk (over ten copies) for educational classes at a special rate of 50¢ per person per issue. This price is, however, only available to those who plan to send entries or will offer response to the trendletter so that it can be improved.

As FUTURES CONDITIONAL is not running a competition of the regular kind, there will be no prizes of the usual type but each class or group whose work is published in the issue will be entitled to ask one of the editors of FUTURES CONDITIONAL to spend a limited time with them so that they can discuss the issues they have developed.

It would be helpful if you would let us know that you are considering entering, although this is not a requirement. We should also be interested in reactions to this proposal.

I would like to subscribe. Please enter my subscription.

1 year at $24 _____ 2 years at $36.00 _____

Bill me _____ Bill my company _____ Check enclosed _____

(If you send a check with your order you'll receive a copy of Robert Theobald's book, *Futures Conditional*, from which the trendletter was named.)

Name _____

Address _____

City _____ State _____ Zip _____

Return to FUTURES CONDITIONAL, Box 1531, Wickenburg, Arizona 85358.